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REVIEW

U.S. DEPARTMENT OF AGRICULTURE * APRIL 1970

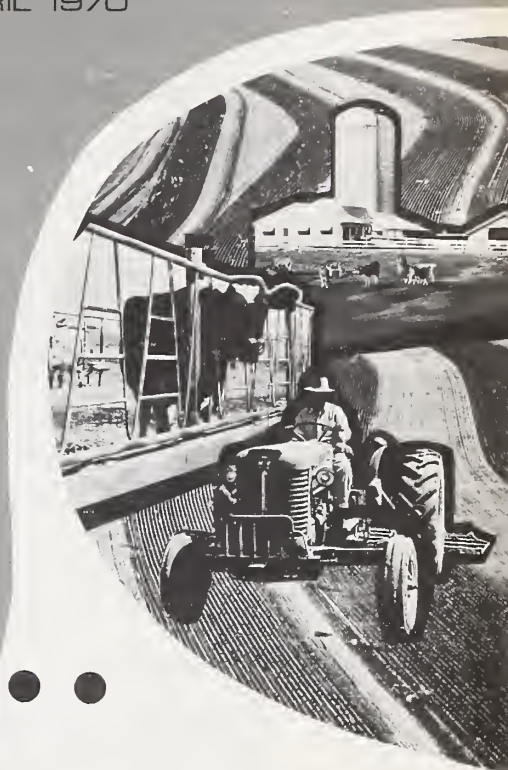
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TELLING AGRICULTURE'S STORY • Page 2



REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH 1970

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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Telling agriculture's story

Two instances of good public relations for agriculture have come to our attention recently. One is the exhibit in Macon County, Illinois, which is discussed in detail on page 3 of this issue of the Review. Another effort designed to achieve the same end is underway in Atlantic County, New Jersey. That county is displaying several attractive billboards reminding citizens that the State's agricultural industry is important to them. "Farmers help make New Jersey a good place to live," says one of the eye-catching messages.

The county's freeholders (commissioners) appropriated the money to Extension for agricultural promotion because, according to county agent John Brockett, "They believe that this county needs to continue to have a strong agriculture because of its importance to the economy here, and because in addition to producing food, farmers conserve open space and natural resources and make this a better place to live."

Other promotional events take place annually in connection with the well-established fall Farm-City Week, which keeps national and State planning committees busy year-round. Surveys of public attitudes toward agriculture, such as the one done last year by the University of Delaware, show that there is room for improvement. If these Illinois and New Jersey efforts are representative of what is going on around the country, perhaps we will begin to see some progress in this area.—MAW

Bringing the farm to town

by
W. E. Myers
*Senior Extension Adviser, Agriculture
Macon County, Illinois*

Farming seems less and less important to many of the residents of Macon County, Illinois. Of the county's 120,000 people, about 100,000 live in the urban and suburban area around the city of Decatur, which is the hub of the county.

The "Rurbal" Committee, which is made up of both rural and urban people,

decided that someone should tell the farmers' story. "What can we do?" they asked. Warren Myers, senior Extension adviser in the county, suggested an exhibit of large machinery to show the city people that farming is big business.

Seventeen pieces of equipment were brought in by farmers and exhibited in Central Park, in the center of downtown Decatur. This is where people, young and old, mill about on Saturday morning.

"We don't want this to be a county fair exhibit," said one committee member. So the farmers accompanied their machinery and explained its operation to the onlookers. Machinery which did not present a safety hazard was operated. In other cases, the farmer simply explained how the machine worked.

Following the Extension principle that in order to teach, you must have people involved, the exhibitors invited people to do some guessing. Nelson Jackson, the farmer who was in charge of getting the machinery together, asked people to guess the value of the load of wheat on his wagon. Guesses varied widely, but a

Decatur man guessed the value to be \$395.40, which was only 23 cents high.

Another lesson taught by this visual was that the 20,440 1-pound loaves of bread which could be made from the load of wheat would bring \$5,110. Farmers think they got across the point that they receive a small portion of the value of the loaf of bread in payment for the wheat.

Some oldtimers tried to measure the load of wheat by using the hand—a method used years ago when wagons had square boxes. The modern wagon box on exhibit was more of an octagonal shape, which the host farmers explained was to cut out the use of the scoop shovel. Grain is now unloaded largely by the gravity system.

Also on exhibit were things such as a team of horses and a plow compared to a 100- to 125-horsepower tractor that pulled a 6- to 7-bottom plow. It was pointed out that one man can now plow 40 to 80 acres, depending on the size of the tractor, in the time it formerly took him to plow 5 to 10 acres.

The big combine sitting in the middle of Central Park also drew considerable interest. A 75-cent shucking peg hung next to the \$20,000 combine. One man could pick 100 bushels of corn per day with the peg, compared to 3,000 bushels with the combine.

Farming is big business, and comments from people who attended the exhibit indicated that they understood that fact. They departed with no question in their minds that agriculture today not only keeps a lot of people in jobs, but also is one of our biggest industries. Thanks to the exhibit, people in Decatur are better acquainted with the operations of a farm than they were before.

The Extension Council and the committee considered the exhibit an excellent communications tool. Articles can tell about agriculture being big business—but nothing takes the place of seeing it operate. □



The sign above was at the entrance to the farm equipment exhibit in Decatur's Central Park. Explanations from farmers helped make this event meaningful to city people. At left, a farmer explains the quality of silage made from corn.

Weevil control takes timing, teamwork

Much has been said lately about the diapause concept of controlling the boll weevil. Growers in two sections of Alabama involving five counties aren't just talking—they have already put the diapause program into action.

Basically, here's the theory behind diapause control. By making additional applications of insecticides in the fall, growers reduce the number of boll weevils going into hibernation; therefore, they have fewer "mamas and papas" the next spring.

Many people think that this may be the first step toward eradicating the boll weevil, a pest which costs growers throughout the South millions of dollars each year.

According to Dr. Roy Ledbetter, Auburn University Extension entomologist, under a diapause program all growers in an area continue their insect control program until frost. Beginning about September 15 at least three additional applications of an insecticide are made at 10-day intervals.

These applications prevent weevils from building up body fat needed to get them through the winter. Reducing the number of weevils which survive the winter means fewer adult weevils the next spring, delaying the hatchout of a large number of their "children." Growers can then wait until later in the season to start a control program.

Growers check their cotton in June. If they find enough overwintered weevils, they make one application of insecticide to wipe out the few which remain.

Growers in the Tennessee Valley area of Madison and Limestone Counties treated about 6,000 acres according to the diapause idea in 1968. The same plan was followed in 1969. And during the week of September 15 last year, 700 growers in the Coosa River Valley of Shelby, Talladega, and St. Clair counties made the first of three applications on 11,260 acres.

What did growers in the Tennessee Valley area think about diapause control after trying it the first year?

"I'm going to treat again," said Carl Allen Williams of Madison. "However, I'm not ready to sell my neighbor on the program until I try it more myself and until more research is conducted. Last year on my 375 acres I made three applications of insecticides. Cost of all three applications ran about \$4.20 an acre. I figure that these applications saved me another three or more."

By not having to use insecticide in July, says R. O. Magnusson, Madison County Extension chairman, Williams sees another advantage—you don't kill off beneficial insects.

"It's possible," said Williams, "that it could get to where we will use only the diapause program to control the boll weevil."

Another Madison grower, Malcolm McDonald, who along with his brother, Albert, has 540 acres of cotton, said, "It's my opinion and strictly my opinion, but I believe by following the diapause program you can get by until the first of August before starting insect control. I

believe the three applications last fall eliminated the need for six applications this year."

Joe Murphy, chairman of the Madison-Limestone diapause control program, said, "Some people think that everybody in an area must treat if the program is to be effective. This is not true. However, if everyone does cooperate, it will do a better job."

According to Limestone County chairman F. K. Agee, Murphy made three applications on his 640 acres last fall, and on June 27 he made one application to kill the few surviving overwintered weevils. Murphy figures this saved him five or six applications this year.

"For the last 3 years," he said, "I have averaged 12 applications of insecticide. This year I made anywhere from one to five applications per field."

Charles Leopard is also convinced that everybody doesn't have to participate for the program to be successful. His neighbor's cotton just across the fence line didn't receive the diapause treat-

Many hours of planning and hard work went into getting the diapause control program into operation. At right, an airplane is loaded with control materials.

by
Kenneth Copeland
Extension Magazine Editor
Auburn University Extension Service

ment. Once during the season Leopard's infestation was 2 percent. His neighbor, whose infestation was 20 percent, had used three applications of insecticide.

The Coosa River Valley area is a natural for a control program like this. Around the area there is a 5- to 20-mile band in which no cotton is grown. Some people say that this is a must for the program to be 100 percent effective.

Some people wonder how 700 growers could get together and 99 percent of them agree to cooperate in such a program. County Extension Chairmen Tom Bass of Talladega County and Buck Clark of Shelby County, and Extension Farm Agent W. D. Jackson of St. Clair County all agree that it wasn't easy.

They credit success to having outstanding local leadership. The group worked for 9 months getting the program off the ground. Committees were formed in every county.

The project in the three counties is supported by the Foundation of Cotton Research and Education of the National Cotton Council with a grant to assist Auburn University's Extension Service and Research staffs in conducting and evaluating the project.

After the committee in the Coosa River Valley area got commitments from growers, they accepted bids from companies to supply the insecticides and

also to get airplanes to apply the materials. Materials were trucked in and four airplanes covered the entire 11,260 acres in 2 days. Growers figure they saved 50 or more cents an acre per application by banding together and collectively bidding to get the job done.

Bill Graham, committee chairman in Talladega County, said, "It hasn't been an easy job. Selling the program to the commercial cotton grower was no problem. But the job wasn't as easy with the small part-time farmers. Some would be for it one day and against it the next. But on August 15 when we started collecting the \$4.50 an acre, growers latched onto the idea.

"We believe that we can, by following this program, cut out five to seven applications and lower our insecticide bill from \$25 to \$30 an acre to \$12 to \$16 an acre. We will increase yields and improve quality. This will also speed up maturity. By so doing we can grow cotton and compete with any area in the United States."

Graham, who had about 238 acres of cotton in 1969 and spent about \$6,000 for insecticides, believes that a program like this is the only thing that can save cotton in the area. He admits that he was already beginning to look around for another crop when the diapause concept came along.

"I believe that this program is what we have been looking for," he said. "If I didn't believe this, I wouldn't spend \$4.50 for each of my acres to participate in the program. Neither would I have traveled many a mile over this area trying to sell the program to cotton growers." □



by
Leon E. Thompson
Associate Extension Editor
Iowa State University

Iowa's meat science program proves— **4-H'ers like in-depth study**

More 4-H livestock shows in recent years have included carcass classes, carcass evaluation of on-foot entries, or both. The goal is to relate carcass quality to live animal selection and production.

But one question bothered Bob Rust, Extension meats specialist at Iowa State University: How much learning actually takes place?

"Not very much," Rust suspected.

Carcass shows and carcass evaluation are not ends in themselves, he believes. Carcass evaluation gains its real significance when it is related both to consumer demand and to live animal production. This can become a fairly complex teaching assignment.

The usual carcass show did not provide 4-H members with any training in carcass evaluation before the show. And limited facilities often restricted the number of 4-H members who could enter the carcass shows.

In short, Rust felt that 4-H meat science programs must be strengthened to reach more 4-H members with in-depth education and experience.

An Iowa State University student, Dennis Olson, who worked part-time for Rust, had been much impressed with university courses in meat animal evaluation and meat science. As Rust and Olson discussed the problems of relating carcass quality to live animal production, they decided to adopt the approach used in the university meat animal evaluation course.

The approach Rust and Olson used involved three stages: education and training, experience or practice, and evaluation. The program was titled "4-H Meat Animal Evaluation Clinic."

To support their program required money to pay for meeting places and animals, slaughter and display facilities, and technically competent teachers.

The Marketing Division of the Iowa Department of Agriculture came up with financial support.

Meat packers in six Iowa cities agreed to slaughter the cattle used in live evaluation exercises and then make available the carcass data, the carcasses, and cooler facilities for carcass viewing.

The third requirement, teachers, was met by Extension specialists and personnel from USDA's Meat Grading Service.

The clinics were conducted on both 1-day and 2-day schedules. Rust strongly recommends 2 days of program separated by a day for gathering carcass data. In that format, the first day went like this:

First, Extension specialists conducted training sessions relating live hog, lamb, and beef cattle conformation to carcass yield, quality, cutability, and evaluation techniques. Lecturers used a series of slides showing cross-sectioned hog, lamb, and beef carcasses of various types.

The animals were photographed live, then killed, eviscerated, and frozen in a standing position. Carcasses were cross-sectioned at significant points with different type live animals showing striking carcass differences.

Next, the 4-H members gained practical experience by evaluating live beef and swine of various types. They used an evaluation score sheet developed especially for the 4-H clinics. On it, the members recorded for each of 4 to 10

beeves and hogs (and lambs where available) their estimates of the animals' live weight, dressing percent, carcass weight, loin eye area, fat cover, quality grade, and cutability. Rust and Olson also laid their judgment "on the line" by taking part in the judging exercise.

Finally, speakers from USDA's Meat Grading Service and from the cooperating packing plant explained grade standards, market price setting, and total packing plant operations.

The cattle and hogs were slaughtered that afternoon. On the next day, Rust and Olson worked in the meat packer's cooler measuring and recording carcass data.

The second program day began with the 4-H'ers reconvening at the packing plant for a session on meat identification. Then they checked their live or on-foot evaluation score sheets against "on the rail" measurements. Rust reports 4-H members also checked to see how well their teachers had done.



Clinic participants, above, evaluate live hogs during the first day's activities at the Fort Dodge Meat Animal Evaluation Clinic.

Careers and opportunities in the meat animal field also were discussed the second day. Finally, 4-H members were given a test to measure their knowledge of meat animal evaluation.

During 1969, 4-H Meat Animal Evaluation Clinics were held in six of Iowa's 12 Extension areas. About 300 4-H members and leaders from 37 counties were involved.

The post-clinic test showed a high correlation between age of the 4-H'er and his test score. Rust concluded that the technical material presented was better suited to youth 15 years or older. Correlation between test scores and previous experience in livestock judging was low.

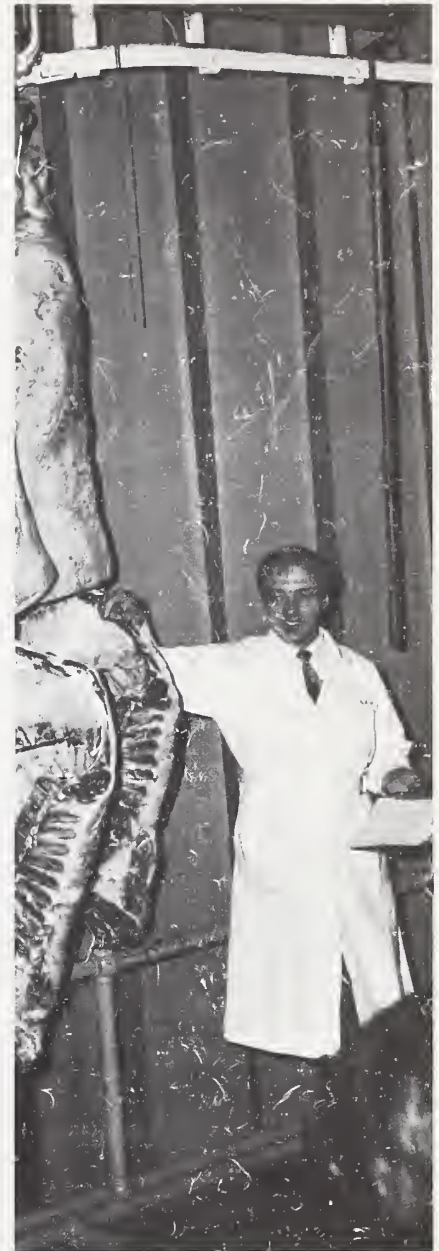
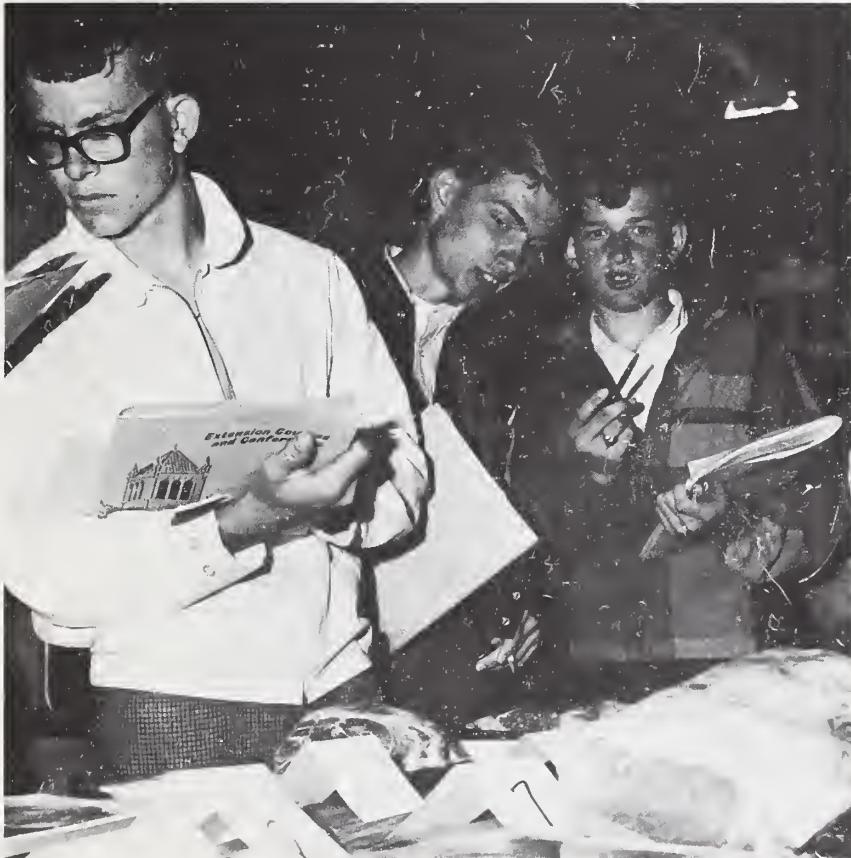
How does Rust sum up the first year's experience with the 4-H Meat Animal Evaluation Clinics?

"Some Extension areas have asked for two clinics to be held next year. The USDA Meat Grading Service people say they'll be happy to cooperate again. The

meat packers say they'll be glad to cooperate. So it's likely we'll be doing this again in 1970," Rust said.

"One measure of interest encourages us the most," he added. "We had been concerned about losing 4-H'ers the second day because of the intervening day for carcass measurements. At the first clinic in Council Bluffs, I was told we wouldn't get a third back for the second day. But 85 percent showed up for the second day, and that was the lowest percent return. Overall, attendance the second day ranged from 85 to 105 percent. At some clinics, 4-H'ers actually brought extra people along for the second day.

"I'd say the high point of the clinics was the audience participation. During live animal evaluation, you'd hear 4-H'ers kid each other about the placings. They really tried to beat each other. And almost to a person, they brought back their score sheets to compare their ratings with the official grading. They were with us all the way." □



Robert Rust, above, Iowa State University Extension meat specialist, discusses carcass evaluation methods at one of the 4-H Meat Animal Evaluation Clinics. As part of the second day's program, the 4-H'ers at left are identifying meat cuts.

Maine's potato futures classes

An exercise in objectivity

The trading of Maine potato contracts on the New York Mercantile Exchange is a much debated subject in the State's potato industry. Most growers, including those who use the Exchange for hedging purposes, object to the futures trading.

Despite their objections, over 400,000 contracts were traded on the New York Mercantile Exchange between July 1, 1967, and June 30, 1968, while only about 75,000 contract equivalents of Maine potatoes were produced in the 1967 crop.

Until recently, the Extension Service was not very active in teaching growers and other industry people how futures exchanges operate and how farmers can use this market for hedging purposes. This inactivity was due more to the lack of interested or qualified persons to teach the subject than to its controversial nature.

Three years ago, I started an educational program to teach futures trading to potato growers and other interested persons. One requirement was that there be sufficient demand for this type of educational experience to make travel worthwhile. Announcements in local papers, on radio, and on television emphasized this and also pointed out that the sessions were to be purely educational and that the "pros and cons" of futures trading would not be discussed.

Efforts by the local office of the New York Mercantile Exchange to publicize the offer backfired slightly, since some growers thought Extension's educational program was a promotional effort of the Exchange. Because they felt the program would be biased, some refused to attend the Extension meetings.

The educational programs were initiated by the growers themselves.

Typically, a local grower leader would contact his friends to determine their interest in learning about the Mercantile. When 10 or more people had expressed interest, they informed the local area Extension potato specialist. He worked with the State Extension Service to arrange meeting dates.

After the initial commitment, other growers and industry people in the area would hear about the meeting and ask to

attend. These additional applicants were accepted, unless the group numbered more than 30.

It was emphasized to prospective participants that these were not public meetings by the Extension Service, but meetings arranged by the growers themselves. This reduced the risk that some persons, either for or against the trading of potato futures, would use the meetings to promote their own views.

Many Maine potato growers don't approve of all the activities which take place on the floor of the New York Mercantile Exchange, below, but regardless of their views, they were eager to learn the facts about what really happens there.



The programs consisted of two 2 1/2-hour evening sessions. The first session was devoted to a discussion of the underlying principles of futures trading, how the New York Mercantile Exchange is organized, the mechanics of buying and selling contracts, and speculation.

The second session dealt with the questions of how hedging is possible, when to hedge, when to remove the hedge, and moving the hedged position to later delivery months. Since the most confusion arose over removing hedges prior to delivery months, more time was devoted to this than to other aspects of hedging.

The sessions, if possible, were held on two successive nights. A few sessions were arranged at weekly intervals. The two successive evenings were preferable, because the material presented at the first session was fresh in mind during the second. An attempt was made to present the material in one 3-hour session, but this was unsatisfactory.

Although trading in Maine potato futures contracts had been on a volume

basis for nearly 20 years, one could not assume that growers knew anything about how the New York Mercantile is organized and operated, or that they had any real appreciation of hedging. This was true not only of growers but also of potato dealers, brokers, personnel of credit agencies, and others.

At first, this was a frightening revelation. But upon reflection, it became apparent that there had been no unbiased educational effort on these topics. Lack of knowledge, even among experienced hedgers, was understandable.

The illustrative materials for the course were simple, and consisted mostly of tables and charts of potato prices. Spreads between prices of different contract months and "basis" (the difference between cash and contract prices) were used to illustrate the relationship between cash and futures prices. They also helped determine the most advantageous times to remove hedges.

The first session was divided between lecture and discussion. The discussion was largely answering questions that were bothering and confusing the class about the New York Mercantile and hedging. It was necessary to clear up this confusion before a real learning experience could take place.

On the few occasions where it was thought that the group was sufficiently sophisticated that the fundamentals could be omitted, it was invariably necessary to go back and start at the beginning.

The opening statement soon became: "I know some of you will be bored, but I'm going to start this discussion by assuming that you know absolutely nothing about hedging and trading contracts on the New York Mercantile Exchange."

Very few people were bored. Those who had had the most experience with futures trading participated the most and asked the most basic questions.

Many participants expressed appreciation that the instruction had started at the beginning. This way, no one was placed in an embarrassing position of asking a seemingly silly question.

The second evening, where hedging principles were illustrated, was on a

"let's figure it out" procedure. The leader began by going through hypothetical hedging situations and the class assisted in working the problems. As problems or exceptions were brought up by the participants, they and the instructor worked out the solution together.

By the end of the session, the participants had gained confidence in their understanding of the technique. They were instructed to go over the material the next day to affix the technique.

Futures trading is not easily understood by any group—growers, dealers, or college students. All have many misconceptions about futures trading and the techniques of hedging.

In Maine, the teaching of futures trading to growers has been an extremely rewarding experience. The "students" who arranged the classes accepted the responsibility to keep it educational, rather than a place to expound views.

The students were interested, attentive, eager to learn, and appreciative. Nearly everyone asked questions and, practically without exception, participants returned for the second night. Occasionally they brought someone new with them. Several individuals went to two different sessions. Those who originally came to promote either their pro or con attitude toward trading quickly abandoned such ideas and became interested students.

The growers' original convictions probably did not change much because of the educational meetings. But the mystery of the trading operation has been cleared up. Now they understand why other farmers have used and are using the futures market, even though they themselves may be opposed to it in principle.

The meetings showed that controversial topics can be taught and received with enthusiasm by people with strong convictions on either side of the subject. The leader should lay the ground rules, stick to them, clear up confusion, and answer all questions truthfully. Most important when dealing with a complicated subject, he should never appear surprised, annoyed, or otherwise disturbed at any question asked—no matter how ridiculous it may first appear. □



Blind students learn food skills

How does sauteed green pepper smell when it is done? How does it sound? You can tell when it is done by its color—but if you were blind, you would have to depend on your other senses. And if you are teaching blind people, you have to describe things in terms of the other senses.

The problems of cooking and working in the kitchen were the focal point of a series of six lessons given by the Hampden County, Massachusetts, Extension Service for 16 blind men and women. The basic purpose of the course was to help them develop self-reliance in relation to meal preparation.

The classes were requested by the blind adults through the Massachusetts Association for the Blind. The Association cooperated by enlisting teaching assistants, transporting class members, and soliciting food donations and budget appropriations.

One of the four food groups was used for each class. The series covered the following skills: top-of-range cooking; baking, oven frying; washing, scraping, chopping vegetables; measuring liquid and dry ingredients; washing and drying dishes; and setting and clearing the table.

By the end of the series, class members thought they had gained so much self-confidence that they would be able to

improve other skills through classes in clothing repairs and home management.

Others wishing to try similar classes may benefit from the following points which were developed as a result of the Hampden County experience:

—You will need at least one sighted assistant per two class members.

—Allow plenty of time for completion of the day's project. Recipe preparation, eating, and cleanup usually took from 2 to 2 1/2 hours.

—Many blind people are diabetic, so consider using recipes for which food exchanges are given. Inform the class members in advance about the exchanges for the next project so they can plan their day's meal and bring additional food if necessary.

—Provisions should be made for having recipes copied in Braille and large type. Contact local and State associations for the blind to arrange for this service. For those who aren't able to read Braille or large type, a tape recording may be helpful. Keep recipes simple enough so they can be memorized—that is all some people will be able to do.

The content and organization of the class must also be planned with consideration for the special needs of the blind students.



Orientation to range: Be sure that burners are cool and orient each person to placement of burners, work space, and dials or buttons. Braille controls are available from some utility companies, or dials may be marked with nail polish. Have each person open the oven and feel the location of the racks. Take it slowly, and help them feel comfortable at the range. They are often fearful of the oven because of the blast of heat and the need to bend over and reach out. Racks should be pulled out, and long asbestos mitts should be used.

by
Gisela Pass
and
Susan J. Uhlinger
*Extension Home Economists
Wampden County, Massachusetts*



Volunteers, above, help blind adults measure ingredients and chop vegetables. At left, a home economist orients a blind woman to a range.

Work area: Work areas should have provisions for standing and sitting. The newly blinded, in particular, may have problems with balance and find it too difficult to work in a standing position.

Arrangement of supplies: Prepare a tray of supplies and equipment for every two class members. Each tray should be arranged identically.

Sanitation: Blind people need to use their fingers in food preparation, so it is important to stress cleanliness.

Giving directions: Describe stages of "doneness" in terms of smell, texture, viscosity, sound, and time.

Orientation to condiments: Introduce the class members to a variety of condiments and convenience items by having them smell and touch samples. Dehydrated onion, parsley, etc., although sometimes more expensive, are a great convenience to blind people.

Measuring dry ingredients: It is much easier to dip the measuring cup into a bowl or canister of flour than to pour it from a bag. Use finger to level off measure.

Measuring liquid ingredients: Dry measuring cups filled to the top (although less accurate) are easier to judge than glass cups; however, glass measuring cups which are marked on the outside with nail polish or tape may be used.

Separating eggs: There are three methods: 1) break the egg into the palm of the hand and allow white to run through fingers; 2) poke a hole in the end of the egg to allow white to run through; 3) use a sieve, funnel, or egg separator.

Washing dishes: Have the class members clean up after themselves as they would have to do at home. Trays for dirty and clean dishes are helpful.

Setting the table: Place a cart or trays with all the dishes, flatware, napkins, etc. at the end of the table. Have the chairs arranged around the table so the class members will know where to set each place.

Serving food: Passing serving dishes is difficult for blind people. At home they would be apt to serve their individual plates to take to the table. If you serve them, tell them at what clock position you are placing the food—"On your plate the meat is at 2 o'clock, potatoes at 7 o'clock, and peas at 11 o'clock."

Finally, here are a few other suggestions for working with blind people. Tell them about yourself and volunteer assistants—height, hair color, etc. They like to visualize you in their minds. Tell them about the room they're in—size and shape, windows, doors, tables, etc.

When you approach a blind person, call him by name and identify yourself. Tell a blind person who is around him when taking him into a room or seating him at the table.

Always allow the blind person to take your arm. He can follow you more easily. When seating a blind person, place his hand on the back of a chair.

Remember that you must communicate by touch and by precise verbal descriptions—"The knife is a few inches in front of your left hand," not, "... in front of you." When you are able, describe the location of objects in terms of their position on the face of a clock.

It is very easy to do too much for blind people, so keep in mind that developing their skills and self-reliance is your prime purpose.

We found that Extension home economists needn't have specific training to undertake such a project. The only prerequisite is the desire to help blind people with their special needs. □

Missouri's Extension Service recently reorganized into 21 multi-county areas. Such a setup allows specialized services without impossible increases in staff.

Loyalty blocks occur, though, when Extension tries to get communities pulling together across traditional boundaries. The conquering of these blocks is a challenge.

As one method of getting the communities working together, Missouri agents are turning to a tool used in the Extension trade almost from the start—local program planning using Extension's problem-solving technique.

Leaders of an entire area (instead of a single county) are brought together to study situation and trends, identify problems, consider solutions, and establish goals.

The desires and needs of the public that emerge from these studies become the basis for programs of Extension and other groups in the area.

The eight-county Mark Twain Area is an example of Missouri's area self-studies. This is the region containing the birthplace, boyhood home, and haunts of its namesake.

Don Broermann was appointed by Extension administrators to help local groups organize the area study. He was the Pike County Extension agent before reorganization, but now is a Mark Twain Area farm management agent.

He first outlined a procedure for the program effort. This included the objectives, rules, and responsibilities of all involved. The outline also gave job descriptions of committees and target dates for various steps.

The Extension Council in each of the eight counties selected two leaders to be appointed to a steering committee by the dean of the Missouri College of Agriculture. The steering committee chose eight areas for study: financing, farm organization, grain production, beef cow forage, dairy, swine, ag-related industries, and recreation.

Recreation was included because of the Cannon Dam and huge Mark Twain Lake, scheduled for the area. Advice is needed on obtaining just value for land,

by
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Area study unites counties

relocating farms, capitalizing on lake-front sites, zoning, and other problems and opportunities related to the new lake.

Each Extension Council appointed at least one additional leader to each committee, making a total of 97 participants. The Extension Councils went after the most influential businessmen and farmers—those who would be expected to be the busiest—but only two declined to serve. Such men were challenged by this cause.

The total agricultural team in the Mark Twain Area was represented in the study committees—producers, lenders, farm suppliers, marketers, realtors, lawyers, ag agencies, University of Missouri Extension agents, and others.

The first meeting of the committees was at Monroe City High School in November 1968. University Extension specialists and county Extension workers were assigned to each committee as resource persons.

Schell Bodenhammer, associate dean for agricultural Extension, outlined the challenge and encouraged committee members in their participation. "What comes out is up to you—it is *your* program," he emphasized.

Over the next few months subcommittees got together on their own to assemble information and study problems. All subcommittees met at least three times, many six or more. In February 1969 the entire group met again to hear subcommittee reports.

The subcommittee reports then were turned over to the agricultural editor's office for summarizing and turning into

a final printed report. Representatives of the editor's office had worked with the agents and committees during most of the study, taking pictures to illustrate the final report and guiding publicity efforts of the committees. Edited copy for the printed report was returned to committees for approval.

The report was printed as an Extension publication, "Mark Twain Agribusiness Looks to the Future." It was presented at a kickoff meeting in December 1969, with press and public invited. The subcommittee chairman reviewed highlights in the published report; College of Agriculture officials commended members on their efforts and dismissed the committees.

Participants agreed the study had been a great help to the Mark Twain Area even if it ended right there. It had brought together some of the area's top leadership and vested interests and informed them on problems. They got acquainted and are ready for more joint ventures. Now, when you ask a northeastern Missourian where he is from, he frequently answers, "From the Mark Twain Area," rather than naming a town or county.

But Extension and other groups do not let these programs lie idle. Broermann's experience serves as an example. Nearly all of the enterprise study groups mentioned the need of both borrowers and lenders for more education and information on farm recordkeeping and financial management.

Three subcommittees suggested that Extension, Production Credit Association, and bankers get together on such

Financial planning, which the study recommends, is being done at right by herdsman Dallas Reeves, banker Ed Porter, farmer Marion Strother, and Extension Agent Don Broermann. Below, area livestock agent Albert Kennett demonstrates freeze branding to producers interested in improving the area's beef cow operations.



an educational program. Broermann, the other two Mark Twain farm management agents, and area lenders did get together, and before the final report was in print had a series of Farm Financial Clinics underway.

The Extension workers had dedicated assistance from PCA personnel and bankers at the seven clinic locations. Lenders sponsored most of the lunches.

It was agreed by the bankers, PCA, and Extension agents, that the lenders should invite from among their customers the farmers they felt would benefit most from the clinic.

A PCA representative led off the clin-

ics with a discussion of "Adjusting to the Financial Squeeze." A local banker made suggestions on "Communicating With Your Lender." The farmers, led by the Extension agents, applied management principles to a case study farm. Both farmers and lenders were taught to use the farm management tools of annual and partial budgets. Attendance at the clinics was 112.

John Rodgers, a Ralls County banker, commented, "I wish all of my borrowers could participate in such a program." (Invitations were limited to 10 per lender.) The farm management agents intend to see that they have that opportunity.

In response to other recommendations in the report, the 1970 program plans of the area farm management agents include: a farm management newsletter; promotion of PCA, Farm Bureau, bank, and University mail-in record services; a series of pollution seminars (requested by swine production committee); an ag policy short course; and a marketing short course.

Choice of topics in Missouri area studies is left up to the local people. In the Mississippi Delta Area, the people elected to study one agricultural industry at a time, tackling cotton one year and soybeans the next.

The soybean industry study is credited with making a major contribution toward winning approval for a Missouri market checkoff to support soybean research and promotion.

The single-industry studies permit more concentrated effort. Particularly in less specialized areas, though, they may result in neglect of some important potentials. The Green Hills Area held the first overall agribusiness study and several others are now following this lead.

A study encompassing several areas was tried with great success in the "Ozark Beef Cow-Calf Program," which covered 44 counties. Geographical similarity made this practical and desirable.

Greatest benefit from the area studies is that Extension workers, PCA men, or bankers can launch work plans, confident they are serving a felt need of the people they work with. They do not need to sell their programs—the programs have been requested. □

Missouri volunteers explore role



Discussing ideas presented at a seminar on social concerns are representatives of Church Women United in Missouri, Women in Community Service, and the Junior League. Dr. Jean Berry, the University's Kansas City director of continuing education for women, listens to their views.

Women's voluntary organizations have been the focal point of a new University of Missouri Extension educational program.

The educational program for the women's groups is intended to help them develop their organizations and make them more relevant to our country's changing social relationships.

Extension, with the four University of Missouri campuses cooperating, has conducted two seminars for State leaders of voluntary organizations. About 50

organizations were represented at the statewide meetings.

In addition, six regional seminars for local leaders at the community level drew participants from more than 100 organizations. Organizations were representative of religious life, education, government, urban and rural life, the press, homemaking, volunteer service, and business.

The first seminar was in September 1967. The role of organization leaders in relating to "Social Change and New

EXTENSION SERVICE REVIEW

by
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Directions in Continuing Education for Women," was explored during the 2-day program.

The program featured the national general director of the American Association of University Women, Dr. Francena Miller; Dr. John Anthony Brown, president of Lindenwood College; Mrs. Clarissa Start Davidson, feature writer and columnist for the St. Louis Post-Dispatch; Mrs. Warren E. Hearnese, wife of the Governor of Missouri; and Mrs. John C. Weaver, wife of the president of the University of Missouri.

The conclusions concurred in by participants in the seminar, as well as subsequent personal visits with selected leaders, convinced the University that further educational programs for voluntary organization leaders should be made available.

Many organizations expressed interest in supporting national and local efforts, to solve pressing social problems. Ways were considered, too, for organizations to act as initiating agents in such volunteer activity.

Summing up new directions for organizations, leaders agreed that "social change as it affects the responsibility and nature of voluntary groups should be constantly reviewed and evaluated."

Keeping in mind these new directions and interests, University Extension sponsored a second seminar for State leaders. The theme was "Social Concerns and Organizational Development: Analysis and Action."

Six professional resource persons analyzed several social problems evident in most communities. Participants then

discussed appropriate actions for organizations in regard to these concerns.

Other professionals set the stage by showing techniques and theories for strengthening an association's volunteer and organization approach.

During the seminar participants completed an opinion survey. This revealed, among other things, that 65 percent felt that the organization they represented had considerable influence in the community. Eighty-eight percent thought their organization had potential as an influential force in constructive community action. Ninety-seven percent thought their organization could increase its influence by combining efforts with other groups.

State leaders who participated in the seminar believed that organizations would be strengthened if they could grow and develop in their goals as times and needs change; if organizations could be run like businesses, using all the tools of corporate management tempered with sensitivity and education; and if less time were spent on organization maintenance and more time were spent in community involvement and volunteer commitment.

A followup opinion survey showed that many leaders had put seminar ideas for community involvement in motion. They were also interested in further educational programs concerned with social issues, leadership training, communication, and decisionmaking.

Respondents wanted to join forces with other voluntary groups to make their activities more effective in meeting society's multiple needs.

This seminar, as well as the first statewide conference, received financial assistance from the Sears Foundation.

The six regional seminars in 1969 were sponsored by area University Extension centers and involved 30 or more Missouri counties. These seminars dealt with the nature and relevance of organizations in light of social change. More than 600 persons representing voluntary organizations attended, and new educational programs have been started as a result.

Simultaneous workshops in five Missouri locations provided further educational opportunity for organizations. The distinguished anthropologist Dr. Margaret Mead addressed the workshops via amplified telephone (telelecture) from her home in New York. She also answered participants' questions on the "Role of Organizations With the Social Concerns of Today."

University of Missouri faculty conducted the workshops, which were organized around Dr. Mead's remarks. More than 500 persons participated in the 1-day event.

University of Missouri Extension intends to offer further educational assistance to voluntary organizations. Plans being considered and developed are for programs in training volunteer leaders from organizations, and for improving their communication abilities. The telelecture will continue to be used to bring the views of distinguished national authorities to a maximum number of leaders and members of voluntary associations. □



Rural development defined

The President's Task Force on Rural Development released its report in March. It was prepared by 12 leading authorities on rural America. It treats in lucid detail the major needs and opportunities for people of rural America to build a better life for themselves and thereby contribute to the welfare of all Americans.

A section of Chapter I of the report, *A New Life for the Country*, defines Rural Development as seen by members of the Task Force. Space does not permit printing the total definition, but some key excerpts from it follow:

"Rural development has many sides, but its main goal is to bring jobs, opportunity, and a better life to low income, underemployed people in rural America, not only for their own good, but for the welfare of all Americans. At the same time, this strengthens the economic foundation of successful enterprises already established in rural areas.

"In the quest for a better life for rural dwellers, the aim is to develop the type of rural society that will be capable of continuous renewal; one that will develop to the fullest its human resources; one that will remove obstacles to human fulfillment and self discovery; and one which will permit each individual the fulfillment that comes with the exercise of his talent.

"A strong rural development program will help all people and the entire community and the quality of life enjoyed by all citizens.

"Rural development is concerned with improving the economic capability of individuals in rural nonmetropolitan America. It is concerned with improving the services of rural communities. It is concerned with improving the economic opportunities in the small cities, towns, villages, and farming communities of rural America.

"People can provide much of this for themselves; some they can do together; some must come from outside sources.

"The most effective program to deal with rural underemployment and lagging incomes is to create job opportunities through private enterprise, accompanied with education and job training to better fit rural people for these jobs—plus one more ingredient: bringing the jobs and jobseekers together.

"The real strength of rural development is that it harnesses local energies and is run by local people who know better than anyone their own problems, their own capabilities and their own priorities.

"Local rural development is a dedication of the strengths of individuals through their own institutions—schools, churches, clubs and organizations, business and industry—to make more jobs, create more opportunities and establish a better quality of life.

"Rural development as a communitywide action program cannot start unless the local people want it, and it cannot succeed unless local leaders aggressively promote it. If a community lacks leadership, if it lacks local concern, if it isn't convinced that it should become a better place to live—then perhaps it shouldn't. But sometimes rural development comes to just such a community through the evangelical crusade of one person to get the community to raise its sights and fire its ambition.

"Communities take on the characteristics of the people in them, reflecting their drive, ambition, pride, resourcefulness, and will to work together. Vibrant, progressive communities don't just happen, nor are they beyond the reach of any of us.

"The proper role of State and Federal Government in rural development is to help local areas with their planning, to share ideas and to provide the means by which local communities can tap whatever assistance State and Federal Government offers to individuals and to local projects.

"Rural development does not 'give' people anything except the encouragement and tools to work together and the promise that their effort will be rewarded."

In other chapters, *A New Life for the Country* contains recommendations aimed at land-grant Colleges and universities and the Cooperative Extension Service. In addition, it contains recommendations for many other programs and actions.

Its quality, scope, and insights make it recommended reading for all who are interested in building a better Rural America.—WJW